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ABSTRACT

A task force, after a 2-year study, recommended a curriculum on health education which would meet the specific needs of both teachers and students. This teacher developed curriculum guide is comprised of five units on: human growth and development, diseases, nutrition, personal hygiene, drug education, safety and first aid. Each unit contains a list of the concepts to be taught, accompanied by its objectives, learning activities, vocabulary, and related resource materials. (BP)

ED 094182

Health Education Program

Kanawha County Schools

(EE001 701)

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BOARD ACTION

November 17, 1971

TO: All Instructors Teaching These Health Education Units

FROM: Jake H. Moser, Coordinating Chairman

SUBJECT: Board Action - November 11, 1971

The Health Education Units as herein presented were adopted by the Kanawha County Board of Education at the November 11, 1971 Board meeting with the following stipulations:

1. Films on reproduction must be shown separately to boys and girls.

2. Discussions related directly to such films shown are to be conducted only with the respective groups.

3. Parents are to be informed of the film contents. A written parental request may be made for non-viewing by a student. Such requests are to be honored on an individual basis.

The coordinating chairman requests that all instructors comply with the above stipulations.

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ED 094182

HEALTH EDUCATION

UNITS

FOR

GRADE SEVEN

UNIT I - HUMAN GROWTH AND DEVELOPMENT

UNIT II - DISEASE

UNIT III - NUTRITION

UNIT IV - PERSONAL HYGIENE

UNIT V - DRUG EDUCATION

UNIT VI - SAFETY AND FIRST AID

KANAWHA COUNTY SCHOOLS

CHARLESTON, WEST VIRGINIA

1971

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INTRODUCTION

An inter-disciplinary task force, after a two year study, recommended that a Health Education program be written by our own staff. The objective as stated by the task force, was to plan a curriculum which would meet the specific needs of the teachers and students.

Members of a writing team composed of teachers and subject specialists from the areas of science, physical education, homemaking, and health services, have combined their expertise to design this practical curricula for the action situation of the seventh grade classroom. The total health education program will represent a cooperative effort of the county instructional staff, pupil services personnel, principals, teachers, parents, and community consultants.

It is of vital importance in any pilot program that, during the initial implementation, a genuine commitment be made by teachers, students, and parents to work cooperatively toward an objective evaluation of its content, format, and effectiveness. This evaluation, to be utilized by succeeding teams in the development of health education curricula for the elementary division and the tenth grade level, will constitute a further step toward personalizing and shaping a course of study to meet the special health needs of Kanawha County's children.

PHILOSOPHY AND GOALS

Various research studies have indicated that much of our population has not attained an efficient level of health. Lack of adequate information, poor attitudes, and outmoded customs and beliefs have been identified as the conditions which constitute constraints on developing the full potential for living a productive life. Health and safety education are not quick remedies for any of the conditions cited, but if we believe in education at all, we must accept the fact that ignorance is overcome only by information, prejudice by enlightenment, apathy by motivation, inertia through stimulation, and selfishness by an awakened concern.

The public school system should not and cannot accept the total responsibility for the entire development of the child. Although the school will attempt to provide for a great part of this development, help must be solicited from the home, the church, and the community. A certain measure of trust and faith must be placed in the hands of well-trained, qualified educators. Regardless of the guidelines developed and the materials used, the key to effective health education must ultimately be the classroom teacher. It is crucial to insure that the teacher in this tremendously responsible position, because of the emotionally charged aspects of some areas of the health program, have the following characteristics:

1. Be properly certified and should have a background in Science, Home Economics, Health, and/or Physical Education.
2. Be able to communicate effectively with students on their level.

3. Be able to establish good rapport with and command respect from students.

4. Be able to deal honestly and frankly with all aspects of health education.

Educators should not forget that each student comes to school with his own built-in beliefs, family values and morals, individual and family health problems. The primary goals of an effective health education program, therefore, cannot be achieved if the student does not recognize:

1. That the study of health is a continuing, life-long process which does not cease at the close of his formal education.

2. That health is a mutual responsibility of himself, his family, the school, and the community.

3. That wise health decisions are based on thorough knowledge and sound reasoning.

4. That he must accept himself as a unique human being in order to develop his full potential for living.

5. That he must understand and clarify his own values and assume responsibility for his own actions.

Finally, with the above objectives in mind it is our charge to help the student look to his adult life with maturity and confidence.

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(Suggested time allocation - one week)

UNIT I

HUMAN GROWTH AND DEVELOPMENT

Concept I

Each body system has a different structure and function.

Objectives:

1. To list the major structural parts of the nine major body systems
2. To explain the basic function of each system and its parts

Learning Activities

1. Study the outline (of the nine body systems) which is attached to this unit.
2. Use the attached outline as reference material to help you achieve the objectives.
3. Form "buzz" groups to discuss the body systems and how they interrelate.
4. Use Plaster of Paris, papier maché, clay, and/or other art media to construct various organs, or body systems. Ex: Use molds of ear and heart.
5. Construct lungs out of sponge.
6. View and discuss filmstrips that show the systems of the human body.
7. Record the height and weight of each student in the class at the beginning and again at the end of the school year.
8. a. Examine chicken bones to see marrow and construction.

   b. Scrape two chicken bones clean, scrub with soap and water. Place in a jar of vinegar; leave for a few days. Examine the bone: the vinegar has dissolved the minerals that gave the bone its hardness. What is left is protein.
9. Learn the song or listen to the recording of "Dry Bones."
10. Bring in X-rays. Show on overhead projector.
11. Construct the "Visible Man and Woman." (Kit)
12. Examine muscles in chicken legs.

13. Examine a beef heart obtained from a butcher. Note shape, color, fat, and blood vessels leading to and from the heart. Cut heart open lengthwise to expose chambers and valves.

14. Locate the pulse in your wrist. Count your pulse for a minute. Compare with class members. Are the rates the same? What is the range? Average?

15. By means of a drawing, trace the path that air travels as it moves from the nose to the lungs.

16. Learn and demonstrate to the class some simple isometric exercises (exercises without movement). Some examples can be found in Vigor published by President's Council on Physical Fitness.

17. Have a bone show - obtain a variety of bones. Arrange displays to show bone structure, cartilage, joints, fractures, marrow, and attached muscles.

18. Use a dry cell, flashlight bulb, and switch to demonstrate the rate of speed by which the sensory and motor nerves carry messages to and from the brain by comparing the time required to flip a light switch and see the light with the time required for the stimuli-response interchange.

19. View the films "Boy to Man" and/or "Girl to Woman."

OUTLINE OF THE NINE BODY SYSTEMS

A. Skeletal system (4 main groups)

1. Skull - bones that protect the brain
2. Neck - vertebrae that:
    a. Connect the head to the spinal column
    b. Support the head
3. Trunk - bones that:
    a. Support the body
    b. Protect the vital organs
4. Limbs - arms, hands, legs, and feet that:
    a. Support
    b. Balance
    c. Enable body performance

B. Muscular system

1. Voluntary - controlled movement
    a. Tendons
    b. Ligaments
2. Involuntary - uncontrolled movement

C. Nervous system

1. Central nervous system
    a. Brain
    b. Spinal cord
    c. Cranial nerves
    d. Spinal nerves

2. Autonomic (self-governing)

    a. Ganglia

    b. Nerve fibers

    c. Medulla oblongata

D. Circulatory system

1. Heart - large muscular organ that:

    a. Consists of four chambers

    b. Pumps blood to and from the body

2. Veins - muscular tubes that carry blood to the heart

3. Arteries - muscular tubes that carry blood away from the heart

4. Capillaries - tiny vein-like tubes that:

    a. Connect small veins and arteries

    b. Carry blood to and from the smallest veins

E. Respiratory system

1. Nose - organ of cartilage consisting of two nasal passages that:

    a. Adds moisture to inhaled air

    b. Sifts out dust particles from inhaled air

2. Trachea - strong fibrous tube that:

    a. Carries air

    b. Has epiglottis attached to top

3. Bronchial tubes - strong fibrous tubes that:

    a. Carry oxygen to lungs

    b. Carry carbon dioxide from lungs

4. Lungs - large, cone-shaped, sponge-like organs that:

    a. Take in oxygen to be distributed throughout the body

    b. Give off carbon dioxide

F. Digestive system

1. Alimentary Canal - the food tube

a. Mouth

b. Throat

c. Esophagus

d. Stomach

e. Small intestine

f. Large intestine

g. Anus

2. Digestive glands - manufacture chemicals that aide digestion

a. Salivary

b. Liver

c. Pancreas

d. Gastric

e. Intestinal

G. Endocrine system - ductless glands - organs of secretion

1. Pituitary - master gland that secretes hormones

2. Thyroid - secretes thyroxine

3. Parathyroid - secretes parathormone

4. Islands of Langerhans - secrete insulin

5. Adrenal - secretes adrenalin and cortin

6. Gonads - secrete sex hormones

H. Excretory system

1. Lungs - air sacs that:

a. Excrete water

b. Excrete carbon dioxide

2. Skin - two layers of tissue that:

   a. Cover the body

   b. Excrete perspiration

3. Urinary - kidneys, urethra and bladder that:

   a. Filter impurities

   b. Store waste liquid

   c. Excrete urine

4. Colon - large intestine that eliminates undigested materials via the anus

I. Reproductive system

1. Female reproductive organs

   a. Ovaries - produce

      1) Ovum

      2) Female sex hormones

   b. Fallopian tubes - passageway for ovum between ovary and uterus

   c. Uterus - pear-shaped, vascular organ in which embryo and fetus develop before birth

   d. Vagina - passage leading from uterus through which fetus passes at birth

2. Male reproductive organs

   a. Testicles - glands that produce

      1) Sperm cells

      2) Male hormones

   b. Scrotum - sac that envelopes the testes

   c. Penis - organ that discharges

      1) Sperm

      2) Urine

Concept II

The basic body systems follow a pattern of growth and development from the beginning to the end of life.

Objective:

To explain body changes from infancy to old age

Learning Activities

1. Use the microviewer and slides to observe:
   a. cell division
   b. "The Chick Embryo"
2. Observe and discuss the Life Magazine reprints, "Life Before Birth."
3. Observe and discuss posters that compare changes in skeletal structure from infancy to old age.
4. Collect and display pictures of babies, young children, teenagers, mature adults and elderly people. List and discuss the body changes that occur at each age level.
5. Display pictures of some class members as babies; at various ages in grade school; and current pictures. Discuss changes that have occurred and predict future changes.
6. Present to the class from Shakespeare's As You Like It a dramatization of the quotation "The Ages and Stages of Man."
7. Present related poems and stories.

Concept III

The basic body systems work together to maintain total body function and good health.

Objective:

To explain how the growth and development of all systems of the human body are interrelated

Learning Activities

1. Explain how the nervous, muscular, and skeletal systems work together to move the body.

2. View and discuss a film, filmstrip, or polarized transparency that explains how the circulatory, digestive, respiratory and excretory systems are interrelated.

3. Explain and give additional examples similar to the three cases that are listed below:

   a. The nervous, muscular, and skeletal systems interrelate to move the body.

   b. The circulatory, digestive, respiratory, and excretory systems interrelate so that nutrients are carried by the blood stream from the small intestines to all parts of the body.

   c. The circulatory system carries oxygen from the lungs to cells for burning and carries waste from cells to the excretory system (skin, lungs, kidneys).

4. Discuss what would happen to the body if one system or one organ in a system became diseased or failed to function. Give two examples.

Concept IV

The sequence and patterns of human development are both similar to and different from those of other living organisms.

Objective:

To compare and contrast the sequence and patterns of development in human beings with those of other living organisms

Learning Activities

1. Be able to explain and by citing an example, show that the statements listed are factual:

   a. All living organisms must have proper environment.

   b. All living organisms respond to stimuli.

   c. All living things are made up of living cells called protoplasm.

   d. All living things have a type of respiratory system.

   e. All living things grow in a predictable sequence.

   f. All living organisms must reproduce other organisms like themselves or become extinct.

   g. Man is the most complex and highly developed organism. Man's ability to think and reason enables him to change his environment to meet his needs and desires and to pass knowledge on to future generations.

2. Bring in a sample of swamp or pond water. Observe amoebas and paramecia under the microscope. Watch for movements, eating, and cell division (reproduction). Compare with higher organisms.

3. Observe hydra under the microscope. (Hydra can usually be found around wooden docks in shallow water). Compare the hydra (a simple many-celled animal) with one-celled animals.

Concept V

Physiological changes affect the emotional and social adjustment of the individual.

Objective:

To illustrate and discuss how physiological changes affect emotional and social adjustment with the realization that biological readiness does not equal emotional and social readiness for marriage and parenthood.

Learning Activities

1. Defend or refute these statements:

   a. Uneven growth patterns of boys and girls during adolescent years can create emotional and social problems.

   b. Biological readiness for marriage and parenthood does not equal emotional and social readiness.

2. List on unsigned paper concerns felt during adolescence. Discuss the most common concerns.

3. Plan your participation in a debate on the advantages and disadvantages of going steady.

4. List those behavior problems which would be legitimate causes for being "grounded" by parents.

5. Observe a family show on television and explain how some of the emotional responses of a youngster relate to his daily physical development: Examples: "The Smith Family", "My Three Sons", "Family Affair".

6. Discuss how people express their feelings by the way they stand, sit, move, and other nonverbal means of communication. (One person may play the role and the class can guess the feeling.)

Concept VI

Good health habits are essential to proper physical development and to maintenance of physical fitness.

Objective:

To discuss and illustrate the factors involved in the development and maintenance of a physically fit body.

Learning Activities

1. Discuss the relation between posture and proper function of body organs.

2. Sketch what happens to heart, lungs, etc. when posture is poor.

3. Read and discuss stories which illustrate the importance of maintaining a physically fit body. (Example: The Glen Cunningham Story.)

4. Cite examples from newspaper stories, magazines, television, everyday life, etc. of efforts made by physically handicapped people to develop physical fitness.

5. Explain why you do or do not agree that sufficient rest, proper diet, and exercise are essential to physical and mental well-being.

6. Form a committee to interview local persons conducting or participating in programs of physical fitness.

VOCABULARY

adjustment
adolescence
adrenalin
anatomy
autonomy
biology
circulatory
digestive
embryo
endocrine
excretory
fetus
function
genetics
involuntary
lymph
organs
physiology
puberty
reproduction
respiratory
sequence
skeletal
tissue
voluntary

REFERENCE MATERIALS

Books

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Study Guides for Students

Student Study Guides on Liquid Duplicating Masters, Health Series, Continental Press, Inc., from Healthier Living:

Our Growth Pattern - p. 4
Our "Cells" Under the Microscope - p. 6
Ductless Glands Cause "Changes" in Our Growth - p. 8
Our Digestive Timetable - p. 11
Looking Inside Your Heart - p. 13
What Happens When We Breathe - p. 14
Control Centers of Your Body - p. 15

Audiovisual Materials

Films

(Available through Kanawha County Audiovisual Services)

A-78 "About the Human Body"
Y-18 "Youth Physical Fitness: A Report to the Nation"
D-13 "Dick, a Fifth Grader"

(Available through Kanawha County Health Services)

"Boy to Man"**
"Girl to Woman"**

**The films "Boy to Man" and "Girl to Woman" are to be shown separately to boys and girls.

Filmstrips

(Available through Kanawha County Audiovisual Services)

FE-362 "From Egg to Chick"
FE-253 "Work of the Blood"
FE-309 "Biology Series - Behavior of Living Things"
FE-258 "How Hormones Control the Body"
FE-246 "Nervous System"
FE-38 "Atmosphere and Circulation"
FE-350 "How We Produce Sound and Speech"
FH-50 "Health Habits"
FH-37 "Bones and Muscles"
FH-40 "Circulatory System"
FH-87 "Confidence (Understanding Menstruation)"
FH-15 "Digestion of Foods"
FH-10 "Emotional Health"

FH-45 "Endocrine Glands"
FH-12 "Heart Circulation"
FH-8 "Human Reproduction"
FH-46 "Mechanism of Breathing"
FH-9 "Nose, Throat and Ears"
FH-19 "Skin, Hair and Nails"
FH-42 "Work of Kidneys"
FH-4 "Bone, Joint and Muscle"

Transparencies
(Available through Kanawha County Audiovisual Services)

TR-43 "Circulatory System" - Polarized
TR-45 "Respiratory System" - Polarized
TR-44 "Digestive System" - Polarized

Microviewer and Slides

"The Chick Embryo"
"How Living Things Breathe"
"Animal Tissues - Muscle. Bone, Connective Excretion"
"Reproduction, Human"
"The Digestive System, Human"
"The Circulatory System"
"The Central Nervous System"
"The Endocrine System"
"The Respiratory System"

Life Educational Reprints

"The Human Body: Energy Factory"
"The Brain"
"Life Before Birth"
"DNA: The Secret of Life"

Charts

"The Thin Man Charts"
"Human Anatomy and Physiology Charts"

Models - Anatomical Kits

"The Human Skeleton"
"The Human Body"
"The Pumping Heart"
"The Breathing Man"
"The Visible Man"
"The Visible Woman"

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UNIT II

DISEASES

Concept I

Some unhealthy conditions of the body are caused by organic and/or functional diseases and disorders; others are caused by bacteria, viruses, and parasitic organisms.

Objectives:

1. To identify the signs and symptoms of communicable and noncommunicable diseases.
2. To list the causes and effects (both immediate and long term) of the most common diseases

Learning Activities

1. Participate in a brain-storming session with the class to decide which diseases to study.
2. Discuss causes, effects, signs, symptoms, prevention, and treatment of:

Communicable Diseases

a. Viral

1. Common cold and influenza
2. Infectious mononucleosis
3. Meningitis
4. Hepatitis
5. Pneumonia
6. Poliomyelitis
7. Warts

b. Bacterial

1. Tuberculosis
2. Pneumonia
3. Meningitis
4. Dysentery
5. Syphillis
6. Gonorrhea
7. Impetigo
8. Streptococcus infections (strep throat)
9. Staphylococcus infections (boils)

c. Parasitic

1. Worms (hookworm, tapeworm, trichina)
2. Fungi (athlete's foot, ringworm)
3. Protozoan (amoebic, dysentery, malaria)

d. Carrier borne (rodents, fleas, flies, ticks, etc.)

Non-communicable Diseases

a. Asthma and allergies
b. Diabetes Mellitus
c. Epilepsy
d. Heart disease
e. Emphysema
f. Cancer (leukemia, Hodgkins Disease, etc.)
g. Ulcers
h. Rabies
i. Multiple Sclerosis
j. Muscular Dystrophy
k. Cerebral Palsy
l. Arthritis
m. Cystic Fibrosis
n. Botulism
o. Eye defects
p. Hearing defects
q. Tetanus

3. Select one member of the class to write to the State Department of Agriculture for literature concerning the dangers to health in the use of chemicals used to kill insects and bacteria.

4. Write a report on health misconceptions - fads, fallacies, quacks, myths, and superstitions. Present the paper to the class.

5. Form a committee to contact the local health department to obtain information on the incidence of syphillis and gonorrhea in West Virginia.

6. Study different kinds of bacteria using a microscope, a microviewer, and/or an overhead projector with prepared slides, transparencies, and overlays.

7. Invite a home economics teacher to explain how botulism can be recognized in commercially and home-canned foods.

8. Explain and provide proof that antiseptics can stop the growth of bacteria.

9. Obtain information to make a graph showing that in countries employing modern scientific methods the noncommunicable diseases are among the 3-5 leading causes of death.

10. Form a committee to find out the number people admitted to a hospital in your community because of communicable diseases as compared with the number of people admitted because of chronic diseases. Report orally to the class the conclusions you have drawn from this evidence.

11. Prepare a research report on diseases transmitted by insects.

12. Examine a drop of pond water under a microscope. Report your findings.

13. Examine a sample of wet soil for microorganisms and protozoans. Report your findings.

Concept II

The body has certain defenses against disease.

Objective:

To discuss the natural defenses of the body against disease

Learning Activities

1. Give an oral or written report on the body's outer defenses and inner defenses against disease (skin, mucous membranes, active immunity, white blood cells).

2. Be prepared to contribute to a discussion on the importance of temperature, pulse, and respiration as outward signs of internal conditions.

3. Discuss the role of fever as a body defense.

4. Write a description of the battle that is fought between invading bacteria and defenses in the body.

5. Write and produce (for presentation to the class) a short dramatic skit depicting a battle between invading bacteria and body defense forces.

Concept III

Medical help is often necessary to aid the body in its fight against disease.

Objectives:

1. To list why, how, and where to obtain proper medical help and care

2. To identify the major events in the history of man's fight against disease

Learning Activities

1. Present a panel discussion or "act out" an original playlet based on the question, "What are the dangers of self-medication?" (Present viewpoints of a parent, nurse, and physician on this subject.)

2. Select one of the following subjects for reports (oral and/or written):

   a. Joseph Lister - antiseptics
   b. Louis Pasteur - sterilization
   c. Robert Koch - scientific method
   d. Walter Reed - yellow fever
   e. Edward Jenner - smallpox
   f. Jonas Salk - poliomeyelitis
   g. Alexander Fleming - penicillin
   h. Selman A. Waksman - antibiotics (streptomycin)
   i. The importance of heart, lung, and kidney machines
   j. Use of X-ray in diagnosis and treatment
   k. Transplant operations - heart, kidney, cornea, etc.

3. Invite a pharmacist to discuss how chemotherapy assists the body in the fight against disease (example - penicillin, sulfa drugs, mycins, etc.)

4. Write a paper on "The Most Important Medical Discovery of the Future Should Be . . ."

Concept IV

Prevention and control of disease is the responsibility of the individual and the community.

Objective:

To describe the proper control and prevention of the most common diseases

Learning Activities

1. Form small groups to present the following topics:

   a. Common practices that spread disease
   b. City sanitation and inspection
   c. Prevalence of the common cold among students and measures to control it
   d. Development and production of vaccines
   e. Measures which are being taken on a world-wide basis for protection against infectious diseases
   f. Radiation as a world health problem

2. Make posters showing:

   a. Carriers of diseases (mosquitos, fleas, lice, ticks, flies, cockroaches)
   and/or
   b. Diseases against which human beings have been successfully immunized

3. Prepare a report or graph showing which diseases have *decreased* most during the last ten years and which diseases have *increased* most during the same period. Suggest explanations for these changes.

4. Compile lists of community, state, and national health agencies which have a primary concern in the area of chronic diseases. Which of these agencies provide supplementary reading materials for the public?

5. Chart for one week the reasons for school absences (in your class or in the science department) caused by communicable diseases, chronic conditions, or accidents.

6. Arrange and tape an interview with a member of City Council and/or a representative of the local Health Department in which they explain what measures their departments have taken to protect the community against the spreading and/or incidence of diseases.

7. Survey the class to discover the number of students who have received Salk vaccine, Sabin vaccine, influenza vaccine, and tetanus toxoid. Graph the results of your survey.

8. Prepare an oral report on one of the following:

   a. West Virginia laws on premarital blood testing
   b. West Virginia laws pertaining to communicable disease, immunization, and pest control
   c. Federal Food, Drug, and Cosmetic Act
   d. Wasserman blood tests

9. Visit the local chapter of one of the following organizations:

   a. National T. B. Association
   b. American Cancer Association
   c. West Virginia Heart Association
   d. National Foundation - March of Dimes Birth Defects
   e. National Multiple Sclerosis Society
   f. United Cerebral Palsy Association

   Obtain information on methods and/or source of funding; community and national facitities and activities. Share with the class or prepare a display of free informational materials you have obtained.

10. Visit the local health department to obtain information concerning the incidence of preventable diseases in your community.

11. Invite speakers on the following subjects:

   a. Diagnosis and treatment of diabetes - urine test for sugar
   b. Physical therapy for treating persons with muscular dystrophy and rheumatoid arthritis
   c. The education and medical care given to a cerebral palsy victim
   d. Rabies - methods of capturing a rabid animal - its confinement and observation

VOCABULARY

active immunity
antibiotics
antibodies
antidote
antihistamine
antitoxin
bacilli
bacteria
benign
biopsy
chancre
chronic
coagulation
colony
coma
congenital
convalescence
coronary thrombosis
culture
dermatology
diagnosis
dystrophy
functional
gonococci
hemorrhage
histamine
hypothesis
immune
infection
infectious
inflamation
innoculation
insulin
internal medicine
latent
lesion
lymph node
malignant
metabolism
microbe
microorganism
obstetrics
ophthamology
optometry
organic
organism
orthodontics
parasitic organisms
pediatrics
penicillin
physical therapy
preventive medicine
protozoa
radiology
sanitation
sedative
specialist
sterile
sterilize
stimulant
streptomycin
surgery
symptom
toxic
vaccinate
vaccine
virus

REFERENCE MATERIALS

Books

Byrd, Oliver, Elizabeth Neilson, and Virginia Moore. Health. Books 5-8. River Forest, Illinois: Laidlaw Brothers, 1970. Less able

Dubos, Rene. Health and Disease. New York: Time-Life Books, 1969. Advanced

Gmur, Benne C., John T. Folor, L.H. Glass, and Joseph J. Langan. Making Health Decisions. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. Advanced

Haag, Jessie Helen. Health Education for Young Adults. Austin, Texas: Steck-Vaughn Company, 1965. Average

Jones, Evelyn G., Betty Lee Wright, and Reuben D. Behlmer. Living in Safety and Health. New York: J.B. Lippincott and Company, 1966. Advanced

Lawrence, Thomas, Alice Achriver, Douglas Powers, and Louis Vorhaus. Your Health and Safety. New York: Harcourt, Brace and World, Inc., 1969. pp. 412-588. Less able

Montgomery, Elizabeth Rider. The Story Behind Great Medical Discoveries. New York: Dodd, Mead and Company, 1945. Average

Otto, James H., Cloyd J. Julian, and J. Edward Tether. Modern Health. New York: Holt, Rinehart and Winston, Inc., 1971. Advanced

Purcey, Gmur, Fodor, Glass, Langan. Making Health Decisions: Teacher's Manual. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. pp. 86-109. Less able

Richmond, Julius, Elenore Pounds, Irma Fricke, and Dieter Sussdorf. Health and Growth, Book 4. Glenview, Illinois: Scott, Foresman and Company, 1971. pp. 156-205. Less able

Schwarts, William F. Teacher's Handbook on Venereal Disease Education. U.S. Department of Health, Education and Welfare, 1965. Average (There is a copy of this in the physical education department of every school.)

Sister Mary Carmel, Brother Patricius. Review Text in Health. New York: Amsco School Publications, Inc., 1962. pp. 161-238. Average

Thackston, John and William Newson. Protecting Our Health. Indianapolis: The Economy Company, 1965. Average

Townsend, Rebecca and Katherine Townsend. Healthful Living Worktext. Austin, Texas: Steck-Vaughn Company. Less able

Webster, Bruce. What You Should Know About VD and Why. Englewood Cliffs, New Jersey: Scholastic Book Services, 1967. Average

Williams, Dorothea M. Health Science Book I and Health Science Book II. New York: J.B. Lippincott and Company, 1967. Average

Wilson, Mitchell. The Human Body - What It Is and How It Works. New York: Golden Press, 1970. pp. 132-135. Advanced

Audio-Visual Materials

Films
(Available through Kanawha County Audio-Visual Services)

"Body Defense Against Disease" - D-2 14 min.
"Body Fights Bacteria" - B-2 15 min.
"Microbiology - Virus" - B601 30 min.
"Microbiology - Bacteria" - B-60H 30 min.
"Microbiology - Germ" - B-60J 30 min.
"Nose, Throat, and Ears" - N-13 12 min.
"Preventing the Spread of Disease" - D-5 10 min.
"This is T.B." - T-18 10 min.
"Your Health: Disease and Control" - Y-10 10 min.

Films
(Available as indicated)

"Quarter Million Teenagers" - 16 min. - Health Services Department
"Dance Little Children" - 25 min. - Kanawha County & State Film Library
"The Innocent Party" - 18 min. - Kanawha County & State Film Library

Filmstrips
(Available through Kanawha County Audio-Visual Services)

"Salk Vaccine" - FE-254
"Pasteur, Louis" - FE-326
"Work of Louis Pasteur" - FE-256
"Protozoa" - FE-411
"Avoiding a Cold" - FH-53
"Insects, Pests and Disease" - FH-32
"Human Body - Defense Versus Disease" - FH-11
"Hidden Enemies in Your Home" - FH-85
"Emotional Health" - FH-10

Pamphlet Resources

Anti-tuberculosis League of Kanawha County - Ask for pamphlets published by National Tuberculosis, Respiratory Disease Association, and Allergy Foundation of America.

Department of Health Education, Division of Socio-Economic Activities. American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610. Write for available publications.

The Epilepsy Foundation. 1419 H Street, N.W., Washington, D.C. 20005. Write for free publications list.

Health Information Series. Health, Education, and Welfare, Public Health Service. Write for publication lists.

Heart Information Center, National Heart Institute, Bethesda, Maryland 20014. Write for free publication list.

Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N.Y. 10010. Write for publication list.

The National Foundation March of Dimes, 800 Second Avenue, New York, N.Y. 10017. With Best Wishes For a Happy Birthday From The National Foundation - pamphlet on birth defects, single copies available without charge. Quantities can be made available to teachers for classroom use.

Public Affairs Pamphlets, 22 East 38th Street, New York, N.Y. - catalog on request.

UNIT III

NUTRITION

Concept I

The Basic Four Food Groups containing essential nutrients are the guide to proper nutrition and good health.

Objectives:

1. To list the Basic Four Food Groups, the number of servings required in each group, and their importance to good health

2. To explain how the improper selection of foods can result in obesity, malnutrition, and anemia for the teenager

3. To choose the more nutritious types of foods from a given list of foods

Learning Activities

1. Prepare a day's menu including the correct number of servings from each food group and consisting of foods that you like.

2. List foods which are high in calories but low in food value.

3. Discuss what contribution (if any) is made to the diet by fad foods or "cheat" foods.

4. Conduct an experiment with white mice. Control their diet so that deficiencies of various nutrients can be observed. Organize this activity as a class project.

5. Evaluate the school lunch menus for one week from the standpoint of the Basic Four.

6. Make a chart of the Basic Four Food Groups showing the nutrients contained in each and showing their major contributions to health.

7. Conduct the following experiment to test for symptoms of Vitamin A deficiency: If a dimly lighted storeroom or closet is available, see how long it takes your eyes to accommodate to the dim light after coming from a brightly lighted area. Compare your time with that of your classmates. This is often a first symptom of Vitamin A deficiency. (Check time using stopwatch.)

Concept II

There are resources within a community to help plan a nutritious diet on a limited food budget.

Objectives:

1. To survey sources of information and materials on nutrition that are available in the community

2. To select from each of the Basic Four Food Groups those foods that are economical and nutritious

Learning Activities

1. Bring to class newspaper articles and columns which inform the public about the most economical and nutritious foods seasonally available.

2. Invite a consumer education specialist to speak to your class on the wise use of income for the purchase of food.

3. Obtain from the State and/or Federal government free publications on nutrition (pamphlets, monographs, etc.)

4. Contact local grocery stores and wholesale food distributors for free nutrition promotional materials published by food processors and manufacturers.

5. Invite a resource person from the local government agency to speak to your class on the subject of the Federal Food Stamp Program.

6. Plan a day's menu to include the Basic Four. Use a low income as the base for your planning.

7. Plan a day's menu to include the Basic Four. Use a high income as the base for your planning.

8. Compare costs (at several food markets) of a given list of basic food products as advertised in local newspapers on Thursday and Friday.

Concept III

Improper preparation or storage of fruits and vegetables can result in loss of nutrients.

Objectives:

1. To relate the effect of preparation and storage on the vitamin content of foods under the following conditions:

   a. cooking in excessive amounts of water
   b. preparing with or without the skin
   c. storing on the shelf, in the refrigerator, or in the freezer

2. To identify those vitamins that are soluble in fats and those that are soluble in water

Learning Activities

1. Cook two pans of red cabbage, one with vinegar, one with soda, to demonstrate solubility.

2. Investigate and compare the nutritive value of potatoes cooked with and without skins.

3. Invite the produce manager of a local supermarket to speak to the class about the methods of storage used in professional marketing.

4. Obtain pamphlets from commercial manufacturers which advise purchasers on the proper storage of foods under conditions of refrigeration and freezing.

5. Write a paper on the preparation of fruits and vegetables for use in space travel.

6. Conduct an experiment using a leafy green vegetable to show the effect of improper storage.

(Learning Activities That Relate to All 3 Concepts)

7. Bring in guest speakers from community sources such as extension agents, doctors, dieticians, health nurses, home economics teachers, etc.

8. See how many of the following unusual foods you can try and enjoy:

artichokes	oysters	salsify
chestnuts	kale	eel
snails	kumquats	beef heart
mangoes	limburger cheese	yogurt
tripe	persimmons	heart of palm
collards	squid	

9. Do an independent study of the nutrients (in home economics class) to be reported on in science class.

10. Report to the class on the history of vitamins.

11. Make posters on any aspect of nutrition (to be displayed in the cafeteria or lunch room).

12. Make a collection or display of bread wrappers and cereal boxes describing the nutrients present in the product.

13. Have a committee plan a trip to a store where "health foods" are sold, compare the additives in each and the prices with foods bought in a grocery store. Report the findings of the committee to the class.

14. Investigate the circumstances under which vitamins, minerals, and other diet suppliments should be utilized to insure proper nutrition.

15. Have a class representative write to the American Dietetic Association for their list of 200 food fallacies and facts.

VOCABULARY

additives
anemia
calories
carbohydrates
consumer
deficiencies
diet
dietician
digestion
economical
energy
food processing
malnutrition
menu
metabolism
minerals
nutrients
obesity
preservative
preparation
protein
soluble
solubility
storage
supplement
utilization
vitamins

REFERENCE MATERIALS

Books

Byrd, Oliver, et al. Health. Third edition. River Forest, Illinois: Laidlaw Brothers, 1970. pp. 95-114. Levels 5-8

Gmur, Ben, et al. Making Health Decisions. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. pp. 70-91. Average

Orenhorn, Joseph and Michael N. Idelson. The Materials of Life. New York: Globe Book Co., Inc., 1968. pp. 121-166. Average

Williams, Dorothea. Health Science I and II. Philadelphia: J.B. Lippincott and Company, 1967. pp. 229-259. Average

Zinn, Herbert S. Your Food and You. New York: William Morrow and Company, 1957. Average

Pamphlets and Charts

Council on Food and Nutrition
American Medical Association
535 N. Dearborn Street
Chicago Illinois 60610

Dairy Council of Appalachian Area
1609 Bland Street
Bluefield, West Virginia 24701

or

111 North Canal Street
Chicago, Illinois 60606

Irwin, Michael H. K. "Overweight - A Problem for Millions."
Public Affairs Pamphlets, No. 364, 1964.

Audiovisual Materials

Films

(Available through Kanawha County Audiovisual Services)

"Foods and Nutrition" F-47
"Nutrition and Metabolism" N-35

Filmstrips
(Available through Kanawha County Audiovisual Services)

"Buying Food Wisely" FK- 61
"Eat Well, Live Well" FK-9
"Essentials of Diet" FK-6
"Food for Life" FK-27
"How Food Is Digested" FK-7
"Nutrients In Food" FK-8

Other Resources

U.S. Department of Health, Education and Welfare. Write for list of publications.

"Why Break the Fast?" Kellogg's Resource Kit, Battlecreek, Michigan.

"Breakfast Source Book", Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois.

"Right Eating Keeps You Swinging", Carnation Company, Los Angeles, California.

"Know Your Foods", Metropolitan Life Insurance Company, New York, New York (or Nutrition Service, Material and Child Health Division, State Health Department, Charleston, West Virginia.)

"The Many Faces of Health Education", Publications List, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

National Dairy Council

"Breakfast for B.J.", Pillsbury Company - Film.

Video tape for nutrition, made by foods teachers to be used in science class.

TEACHER REFERENCES

Otto, James, et al. Modern Health. New York: Holt, Rinehart and Winston, 1971. pp. 377-397.

Sebrell, William H. and James J. Haggerty. Food and Nutrition. New York: Life Science Library, Time-Life Books, 1967.

UNIT IV

PERSONAL HYGIENE

PROJECTING YOUR IMAGE

Concept I

Personal cleanliness is vital to your health.

Objectives:

1. To identify ways that bathing is beneficial to good health
2. To describe the structure and function of skin cells
3. To identify common skin disorders
4. To investigate psychological and social problems caused by skin disorders
5. To recognize habits of oral hygiene
6. To demonstrate the proper care of scalp and hair

Learning Activities

1. Discuss ways bathing is beneficial to the health of the

   a. muscular system
   b. circulatory system
   c. the skin
   d. the nervous system

2. Invite a dentist or dental hygienist to speak on the importance of oral hygiene.

3. Choose a particular area of grooming and develop a project for personal improvement.

4. Analyze your own posture. Point out those factors which might contribute to poor posture, such as laziness, illness, chronic physical or mental fatigue, etc.

5. Identify six or more additional benefits of good posture such as:

   a. increased body efficiency and comfort
   b. enhanced personality as a result of increased poise and general feeling of well-being

6. Practice holding your shoulders back and your chest out. Do this four or five times daily to improve your posture.

7. Demonstrate good posture while

   a. standing
   b. sitting

8. View slides of skin cells under a microscope.

9. Make a drawing of a skin cell and label its parts.

10. Discuss the function of skin cells.

11. Increase your knowledge of oral hygiene by completing one or more of the following activities:

   a. Explain how general health, comfort, and appearance can be impaired at any age by infected teeth.
   b. Show by statistics, that by age 16 many young people have many decayed, missing, or filled teeth.
   c. Illustrate the process of tooth decay by the use of transparencies, charts, slides, models, or drawings.
   d. Identify at least 5 of more factors that contribute to tooth decay. Bring pictures from magazines to class to illustrate as many as possible.
   e. Demonstrate by the use of disclosure tablets how the chance of tooth decay can be reduced. (These tablets are available from dentists and/or drug stores.) Chew a tablet before brushing, brush incorrectly and chew another tablet to show the presence of dental plaque.
   f. Debate the proposition that: "Oral health is solely an individual responsibility." Summarize the arguments.
   g. Identify causes of halitosis.

12. Learn more about skin disorders through these related activities:

   a. Compile a list of common skin disorders and indicate the chief causes of each.
   b. Describe one or more of the following:

      1. Boils
      2. Impetigo
      3. Ringworm
      4. Eczema
      5. Moles
      6. Warts

   c. Prepare a diet for controlling acne.
   d. Discuss how the frequency of a specific food group might contribute to an acne condition.
   e. Keep a daily record of your diet for one week.
   f. As a class project, participate in the preparation of bacterial culture dishes selecting some common habitats - dust, mouth, sewage, skin, or others. This will show the ever presence of bacteria, especially on the skin and in the air.

Concept II

Many public agencies voluntarily contribute toward promotion of personal hygiene.

Objective:

To study the school's contribution toward better health in the following areas:

a. Health instruction
b. Physical education program
c. Health nurses
d. Control of food, especially of milk
e. Healthful recreation

Learning Activities

1. List the subjects in your current curriculum that include personal hygiene.

2. Discuss the benefits you receive from your own physical education program.

3. Invite the health nurse to talk about her duties and function.

4. Select a committee to talk with the school cafeteria manager to determine how the foods served are selected on a day to day basis.

5. Form a committee to visit the City Health Department. Plan for this group to summarize the methods used to control water and sewage.

6. Read about the purpose and function of the Federal Food, Drug and Cosmetic Act. Discuss the effect this Act has on your everyday life.

7. Form different committees to contact agencies such as:

   a. The Red Cross
   b. American Cancer Society
   c. National Tuberculosis Association

   In each case, what contributions do they make to personal hygiene?

8. Invite a returned Peace Corps volunteer to compare and contrast personal hygiene in our society to that in a sub-economic environment.

9. Write in a page or less, a short description of the part you can play in improving community health.

Concept III

Your appearance is important.

Objectives:

1. To indicate how personal cleanliness affects social relationships
2. To analyze ways correct posture contributes to appearance
3. To recognize how body language (nonverbal) affects your image
4. To individually accept the wide degree of variance in dress in our society

Learning Activities

1. Discuss halitosis, its causes and offensiveness.
2. Discuss the effect of body odor on other people.
3. Discuss the role that correct posture plays and how it contributes to your image.
4. Invite a drama teacher to explain body language and how it is used.
5. Invite a football coach to class to describe body signals of confidence, defeat, unsureness, etc.
6. Collect and bring to class pictures of people in newspapers and magazines which illustrate the use of body language (nonverbal communication).
7. Stage a fashion show in which several students model acceptable dress for different occasions. This activity can be organized within your class or you can invite a home economics class to present the fashion show.
8. Discuss extreme dress and its effect on others. Use live models from your class as examples.
9. Volunteer to work in a small group to plan and present a series of "acting out" illustrations of nonverbal communication.
10. Invite two students from the cosmetology classes at Carver Tech to present a demonstration of techniques to use in hair styling, applying make-up, and manicuring.

VOCABULARY

acne
activity
appearance
chronic
circulatory
confidence
contaminated
cosmetology
cytoplasm
decayed
dietary
disorders
eczema
environment
fatigue
grooming
halitosis
hygiene
image
imbalance
impetigo
membrane
models
nucleus
oral
personality
poise
posture
sanitation
social

REFERENCE MATERIALS

Books

Byrd, Oliver E., et al. Health, Third edition (Level 7). River Forest, Illinois: Laidlaw Brothers, 1970.

Byrd, Oliver E., et al. Health, Third edition (Level 8), Chapter 4. River Forest, Illinois: Laidlaw Brothers, 1970. All levels

Craig, S. Gerald and March E. Heckles. Science For You, Book III. New York: Ginn and Company, 1965. Advanced and Average

Gmur, et al. Making Health Decisions. Englewood Cliffs, New Jersey: Prentice-Hall, 1970. Advanced

Jones, Wright, and Behlmer. Living in Safety and Health. Philadelphia: J.B. Lippincott and Company. Average

Lawrence. The Care of Your Skin. Little Brown Company.

Patricius and Carmel. Health. New York: Amsco School Publications. Average

Richmond, Jones B. and Elenore T. Pounds, et al. Health and Growth, Books V and VI, Chapters 3 and 4. Glenview, Illinois: Scott, Foresman and Company, 1971. All levels

Pamphlets

"All About Acne" - Syntex Lab., Inc.

Townsend. Healthful Living Workbook - Steck-Vaughn Company.

Audiovisual Materials

Films

"Improving Your Posture"	-	International Film Bureau, Inc. 332 S. Michigan Avenue Chicago 4, Illinois
"Posture and Exercises"	-	Encyclopedia Britannica Films, Inc. Public Relations Dept. Wilmette, Illinois
"Posture Habits"	-	Coronet Films Coronet Building Chicago 1, Illinois

"Take Time For Your Teeth" - American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

Filmstrips

"All About Acne" - Syntex Lab., Inc.

"Body Care and Grooming - McGraw Hill Textfilms
330 W. 42nd St.
New York 36, New York

"How To Be Well-Groomed" - Coronet Films
Coronet Building
Chicago 1, Illinois

"Teeth and Their Structure and Care" - American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

"You and Your Five Senses" - Walt Disney Productions
30 S. Buena Vista St.
Burbank, California 91503

Agencies

American Association for Health, Physical Education and Recreation
1201 - 16th Street N.W.
Washington, D.C. 20036

Metropolitan Life Insurance Company
1 Madison Avenue
New York, New York 10010

National Dairy Council
111 N. Canal Street
Chicago, Illinois 60606

National Health Council
1790 Broadway
New York, New York 10019

U.S. Department of Health, Education and Welfare
Washington, D.C. 20201

World Health Organization, U.N.
42nd Street
New York, New York 10017

West Virginia Department of Health

Kanawha County Department of Health

American Medical Association

TEACHER REFERENCES

Jackson, Julian. Modern Sex Education. New York: Holt, Rinehart and Winston, 1971. Advance copy

Neilson, Elizabeth A., et al. Healthful Living In Your Environment. River Forest, Illinois: Laidlaw Brothers, 1972. Chapters 15, 16, and 19, and pp. 381-383.

Otto, Julian and Tether. Modern Health. New York: Holt, Rinehart and Winston, Inc.

UNIT V

DRUG EDUCATION

Concept

Drug abuse is a growing problem among adolescents and young adults.

Objectives:

1. To compile A Resource Guide For Drug Education which will provide teachers with up-dated information and suggested classroom procedures from which motivating and suitable lessons may be prepared

2. To state broad objectives for a Drug Education unit designed to inform secondary students and to help them understand:

    a. The personal and social implications of the current drug problem
    b. A brief history of drug use and abuse
    c. The positive use of drugs administered under strict medical supervision
    d. The current drugs of abuse, their origin, and the general physical and psychological effects of each when misused or abused for recreational purposes
    e. The legal implications of drug abuse
    f. That each person's body chemistry and emotional make-up is unique, therefore the effects of drug use and abuse vary with the individual, the dose, the concentration, the conditions under which it is administered, and other variable factors
    g. That decision making should be based on the latest facts obtainable and not on hearsay or opinion
    h. That judgement should be withheld when there is not sufficient research evidence to draw a positive conclusion
    i. That help and rehabilitation are available for persons who have become drug dependent and that additional programs of this nature are needed
    j. That improved communication between people of all ages and levels of society is needed if progress toward solving the current drug problem is to be made

Learning Activities

1. Use A Resource Guide For Drug Education as a teacher-text for planning instruction with Unit V, Drug Education.

2. Refer to this copy of the Table of Contents as a time-saving guide to the information available in A Resource Guide For Drug Education. Note particularly Grade Seven, pp. 66-97.

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UNIT VI

SAFETY AND FIRST AID

Concept I

A knowledge of safety rules and practices is vital to the well-being of mankind.

Objectives:

1. To list the basic rules and regulations of safety which should be followed at school, at home, and in community life

2. To evaluate personal safety habits before and after the study of this unit

Learning Activities

1. Obtain a blueprint or drawing of your school showing all available fire exits. Mark the exits you would use in your daily schedule.

2. View and discuss the film "First Aid on the Spot" from the Safety and First Aid Series.

3. Invite a resource person to address the class on the subject of the importance of driver education courses.

4. Watch a demonstration or filmstrip designed to illustrate the safe use of materials and equipment in laboratory classes.

5. Write, present and discuss a short skit designed to demonstrate the proper use of water fountains; the use of hand rails on stairs; picking up toys from steps, walkways, and driveways; and the safe procedures for fire drill.

6. Plan and present to your class a lesson that would be appropriate for a group of third or fourth level students. Choose the best lesson presented. Give this lesson in an area elementary school. Use the topic, "Safe Use of Equipment in the Home". Include the following: lawn mower, stoves, television, medications, trimmers, fans, matches, car doors, and windows.

7. Invite an electrician or repairer of home appliances to talk to the class about safety in the care and use of electrical equipment.

8. Make a poster or take pictures for an exhibit of illustrations of fire hazards at home, in your community, and/or at school.

9. Participate as a member of a panel in a discussion of safety rules for students transported by school buses, in physical education classes, and on school patrols.

10. Select one of the following topics on which to prepare a report. Compile all the class reports into a booklet which can then be presented to the school library and used by other classes as reference information.

    a. Potential dangers of common household products (include aerosol cans and fliptop cans)
    b. House and garden: plant, insect, and rodent poisoning
    c. The medicine cabinet, a potential killer
    d. Handling animals
    e. Carbon monoxide poisoning
    f. Insect and snake bites
    g. Fainting and shock
    h. Nosebleed
    i. Use of matches and other combustible materials

Concept II

Research in safety procedure has resulted in improved safety practices.

Objective:

To identify the functions of community agencies designed to promote safety and provide assistance in emergency situations

Learning Activities

1. Select a committee to visit your neighborhood fire department and interview one of the firemen. Ask for information on:

   a. the improvements that have been effected in equipment and procedures

   b. detection and removal of fire hazards in the home and school

2. Invite a member of the police department to give a talk on new developments in equipment and procedures used in the enforcement of laws to promote safety.

3. Invite a representative of a local industry (Carbide, FMC, DuPont, etc.) to discuss the importance of safety regulations for industry.

4. Invite a member of the local civil defense organization to discuss safety measures which would be put into effect in case of a local emergency (flood, nuclear blast, chemical spill, etc.)

5. Invite a member of the local Red Cross Chapter to speak to the class about new developments in the treatment of victims of drowning, auto accidents, asphyxiation, etc.

6. Explore one of the following suggested areas for in-depth study:

   a. Home

      1. Potential dangers of common household products
      2. Television radiation and radio electric shock
      3. Proper emergency procedures
      4. Electrical safety
      5. Carbon monoxide poisoning
      6. Insect and snake bites
      7. House and garden plant poisoning
      8. Nosebleed
      9. Fainting and shock
      10. Resuscitation
      11. Fire hazards
      12. Medicine cabinet

b. Public

1. Caution about strangers and hitchhiking
2. Pedestrian safety
3. Bicycle safety
4. Water safety

c. School

1. Safety rules for recreation (playground, to and from school, bicycle, sled, motor bike)
2. Safety as applicable in general
3. Safety carry-over to home
4. Safety carry-over to future (philosophy, living, occupations)
5. Films - example: check projection equipment in school and report any hazards discovered
6. Up-to-date first aid procedures

VOCABULARY

abrasion
accident proneness
aerosol can
alkali
botulism
carbon monoxide
chlorination
contusion
copper sulfate treatment
D.D.T.
dislocation
driving skills
evacuation
filtration
first aid
fracture
fumes
insecticides
jay walking
laceration
life jacket
pasteurized
poison control centers
poisons
purification
radar
radio active material
resuscitation
seat belts
sodium cyanide
sodium flouride
spontaneous combustion
suffocation
toxic
typhoid fever
water softening
x-ray treatment

REFERENCE MATERIALS

Books

Bolden, Leroy. Safety. Palo Alto, California: Behavioral Research Laboratories. Average

Byrd, Oliver E. Health (Level Seven). Atlanta: Laidlaw Brothers, p. 26. Average

Byrd, Oliver E., et al. Health (Level Eight). Dallas, Texas: Laidlaw Brothers, pp. 30-174. Average

Byrd, Oliver E., et al. Health Today and Tomorrow. Dallas, Texas: Laidlaw Brothers, pp. 329-357. Advanced

Celto, James H., et al. Modern Health. New York: Holt, Rinehart and Winston, pp. 593-609. Advanced

Gallagher, J. Roswell, et al. Health for Life. Boston: Ginn and Company, pp. 409-427. Advanced

Gmur, Ben C., et al. Making Health Decisions Is Living Safely. pp. 274-299. Advanced

Haag, Jessie Helen. Health Education for Young Adults. Austin, Texas: Steck-Vaughn, pp. 301-328. Advanced

Jones, Evelyn G., et al. Living in Safety and Health. Philadelphia: J.B. Lippincott, pp. 325, 341, 355, 366, 379, and 395. Average and Advanced

Igel, B. Haller. First Aid. Palo Alto, California: Behavioral Research Laboratories. Average

Kennedy, Robert H. Emergency Care. Philadelphia: W.B. Saunders. Advanced

Lawrence, Gordon Thomas. Your Health and Safety. New York: Harcourt, Brace and World, Inc, pp. 618-637. Advanced

Neilsen, Elizabeth A., et al. Healthful Living in Your Environment. River Forest, Illinois: Laidlaw Brothers, pp. 446-475. Advanced

Otto, James H., et al. Modern Health. New York: Holt, Rinehart and Winston, Inc, pp. 593-609. Advanced

Patricius, Brother, et al. Review Text in Health. New York: Amsco Publications, Inc, pp. 275-287. Advanced

Richmond, Pounds, et al. Health and Growth (4). Scott, Foresman and Company, "How Safety Minded Are You," pp. 123-154. Less able

Richmond, Pounds, et al. Health and Growth (5). Scott, Foresman and Company, (7) "Do You Know How To Keep Your Body Safe," pp. 216-232. Less able

Richmond, Pounds, et al. Health and Growth (6). "How Can You Keep Safe in Play Activities," pp. 220-240. Average

Thackston, John, et al. Protecting Our Health. (7th Grade). Indianapolis: The Economy Company, p. 119. Average

Thackston, John, et al. Keeping Our Health. (8th Grade). Indianapolis: The Economy Company, p.93. Average

Townsend, Rebecca, et al. Building A Healthy Body. Austin, Texas: Steck-Vaughn Company, p. 77. Average

Townsend, Rebecca. Healthful Living. Austin, Texas: Steck-Vaughn Company, p. 94. Average

Williams, Dorothea M. Health Science I. New York: J.B. Lippincott and Company, p. 282. Average

Vaughn, Franklin C. Health and Safety for You. St. Louis: McGraw-Hill, pp. 225-238. Average

Yost, Charles Peter. Teaching Safety in the Elementary School. Washington, D.C.: American Association for Health, Physical Education and Recreation. Average

Handbooks

Safety - A Manual, Kanawha County Schools, 1968-69
First Aid Handbook, American Red Cross
Handbooks - Police Department, Fire Department

Audiovisual Materials

Films

(Available through Kanawha County Health Services)

"Ready or Not"
"Breath of Life"
"Pulse of Life"

(Available through Kanawha County Audiovisual Services)

F-2 "First Aid"
F-48 "First Aid on the Spot"
S-154 "Safety Begins at Home"
B-35 "Safety on the School Bus"

S-85 "Safety on the Street"
S-25 "Safety To and From School"
S-81 "Street Safety is Your Problem"
W-28 "Water Safety"
B-1 "Bicycle Safety"

Films (Medical Self Help)
(Available through Kanawha County Audiovisual Services)

M-94-A "Radio Fallout and Shelter"
M-94-B "Healthful Living in Emergencies"
M-94-C "Artificial Respiration"
M-94-D "Bleeding and Bandaging"
M-94-E "Fractures and Splinting"
M-94-F "Transportation of Injured"
M-94-G "Burns"
M-94-H "Shock"
M-94-I "Nursing of the Sick and Injured"
M-94-J "Infant and Child Care"
M-94-K "Emergency Childbirth"

Additional Supply Source

Medical Self Help film and filmstrip source: Emergency Health Service, West Virginia Department Health, 1800 East Washington Street, Charleston, West Virginia. Telephone: 348-3599.

West Virginia Safety Council, Inc., 1550 Fourth Avenue, Charleston, West Virginia 25312, is a source for material from National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611. See their catalog for safety materials (posters, booklets, leaflets, etc.)

Department of Health, Education, and Welfare, 6935 Wisconsin Avenue, Chevy Chase, Maryland 20015.